

Comprehensive Progress Report

Mission: Engaging all students in learning that will foster academic excellence, responsible citizenship, and life-long learning.

Empower, Engage, Excel

Vision:

Goals:

- Increase the 4-year cohort graduation rate from 83.2% to at or above the North Carolina graduation rate in 2023-2024.
- All schools will increase their school performance grade by one letter or increase their proficiency scores by at least seven percentage points.
- All schools will meet or exceed growth as measured by EVAAS growth standards.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension B			
Effective Practice:		Leadership Capacity			
B04		The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Caswell County Schools currently has a District Leadership Team and support for School Level Administration. We will be refining the systems of support to include defined strategic school support in multiple areas, which include a deep analysis of needs based on data, research-based instructional strategies, and student support services.	No Development 09/27/2022		
<i>How it will look when fully met:</i>		When fully met, the District Leadership Team (DLT) would have facilitated protocols for data analysis of various forms of data to determine growth and proficiency levels throughout the district. In addition, DLT would have integrated social-emotional support procedures for all students and staff. DLT will refine the teaming structure each year based on stakeholder feedback and current needs. DLT would have reflected upon the implemented researched-based best practices to determine the instructional impact and make decisions regarding next steps. The information DLT will use to determine objectives were reached with full implementation includes but not limited to EOC, EOG, EVAAS, benchmarks, meeting minutes, results from adaptive computer-based program assessments, and formative assessments (teacher, state, and/or district made).		Dr. Douglas Barker	06/30/2025
<i>Actions</i>			0 of 9 (0%)		
9/29/22	DLT will provide EVAAS training and support to build the capacity of school leaders to address teacher data analysis, increase knowledge, and implementation of protocols for EVAAS analysis.			Dr. Douglas Barker	06/30/2025
<i>Notes:</i> The EVAAS training will be provided by NCDPI annually.					

10/17/22	<p>The Superintendent provides an organizational chart and related duties for members of the District Leadership Team (DLT). The DLT provides schools with specific area team member support within areas of expertise to all schools concerning needs, programming, data analysis, and teacher training to increase student achievement.</p> <p>JoAnna Gwynn- Executive Director for Human Resources Carol Boaz- Elementary Schools, AIG, and Federal Programs Director Medina Jones- Secondary Schools and Student Support Services Director Lisa Lassiter- CTE Coordinator Nelson Showalter- Exceptional Children and Preschool David Useche- Chief Technology Officer Shannon Apple - Accountability and Data Management Coordinator</p>		Dr. Douglas Barker	06/23/2025
<p><i>Notes:</i> Information is provided annually. The DLT meets ongoing with the Superintendent and each other to coordinate appropriate support throughout the year. The Superintendent has created and shared an organizational chart.</p>				
10/17/22	<p>District leadership members are also assigned specific schools designated LP to support school improvement planning, programming to increase student achievement and school effectiveness, as well as quarterly data analysis. Medina Jones, Secondary Director is assigned to NL Dillard Middle and Bartlett Yancey Senior High School. Carol Boaz, Elementary Director is assigned to Oakwood Elementary and South Elementary. Updated: NL Dillard has transitioned off the LP school list and North has moved onto the LP school list. Medina Jones, Secondary Director is to middle and high schools and Student Services support to all schools. Carol Boaz, Elementary Director is assigned to Elementary Schools. Nelson Showalter, Exceptional Education is assigned to all schools for EC support. Shannon Apple, Testing and Data Management Coordinator is assigned to all schools to support testing and data analysis. Lisa Lassiter, CTE Coordinator is assigned to Bartlett Yancey and Dillard to support CTE curriculum and assessments.</p>		Dr. Douglas Barker	06/30/2025
<p><i>Notes:</i> Support is ongoing and regular in the form of professional development planning, data analysis, programming to increase student achievement, and school improvement planning. Weekly and daily conversations and planning occur.</p>				

10/17/22	The creation of a Student Support Services department with specific assigned personnel to increase student attendance, improve mental health support, as well as provide specific support for school safety. School social workers are being interviewed. School counselors are involved in developing and implementing protocols for attendance support. Medina Jones is the director of this department. Plans for school resource officers at each school are undergoing implementation.		Dr. Douglas Barker	06/30/2025
<i>Notes:</i> All personnel in the Student Services department assist students daily with needs. The Student Services department formerly led by Jennifer O'Briant has been dissolved and is now under the umbrella of Secondary and Student Support Services department led by Medina Jones.				
10/17/22	CCS schools will implement research-based strategies to support improved student academics, attendance, and behavior using the Multi-Tiered Systems of Support framework and school team problem-solving. ECATS data system will track students at risk, student supports implemented, and student progress. A district MTSS leadership team will meet regularly to discuss the next steps in training, programming, and data analysis.		Dr. Douglas Barker	06/30/2025
<i>Notes:</i>				
10/17/22	All schools will receive support to assist teachers in implementing evidence-based best teaching strategies, assist teachers in data analysis, and support the implementation of strategies to improve outcomes. Principals will meet with DLT to plan appropriate teacher training according to school needs.		Dr. Douglas Barker	06/30/2025
<i>Notes:</i>				
10/17/22	Secondary principals and teacher leaders will be provided initial layers of instructional leadership support for low-performing schools from North Carolina Department of Public Instruction (NCDPI) and North Carolina Instructional Leadership Academy (NCILA) Graduate School of Education (RELAY GSE). They will attend follow-up sessions throughout the 2-year span.		Medina Jones	06/30/2025
<i>Notes:</i> NCDPI and RELAY GSE will provide the PD in Greensboro on various dates over a two-year span.				
10/17/22	The DLT meets regularly with each other and school level administration to discuss supports, needs, trends, and gather other input to devise support plans for school needs.		Dr. Douglas Barker	06/30/2025
<i>Notes:</i> Administration Meetings will provide the arena for these sessions.				

10/17/22	The DLT and school leadership create plans that create opportunities for student growth academically by providing environmental structures such as afterschool tutoring plans, summer learning plans, and school-level master schedules with built-in remediation and enrichment times.		Dr. Douglas Barker	06/30/2025
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Notes:

Core Function:	Dimension C
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Effective Practice:	Professional Capacity
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C10	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Elementary and secondary schools evaluate student learning on an ongoing, consistent basis. The data drives the support and professional development designed for schools. Plans have been created for professional development for teachers at Secondary and Elementary levels as well as in social emotional, mental health, and student safety areas. Student's basic needs must be met in order for them to be ready to participate in learning.	Limited Development 10/17/2022		
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<i>How it will look when fully met:</i>	When fully implemented, professional development plans will be ongoing utilizing multiple data points. Teachers will naturally look for and share best practices. All teacher teams will be able to locate individualized professional development aligned to student and school needs and implement high impact strategies to create increased learning in all students.		Dr. Douglas Barker	06/30/2025
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Actions		5 of 15 (33%)		
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10/17/22	To better support elementary reading instruction, all K-5 teachers will engage in a two year extensive professional development, Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS trains teachers in the multiple components of reading that students must be skilled in to read and comprehend what they are reading. This includes in depth training in phonemic awareness, phonics including decoding and encoding, fluency, vocabulary, and comprehension. This course will assist teachers in recognizing and using high impact strategies in the classroom, recognizing scope and sequenced curriculum materials, and understanding best practices in reading instruction and intervention.		Carol Boaz	06/30/2025
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Notes: Teachers will participate in live lectures, video lessons, course reading, and assignments.

10/17/22	K-5 administrators will engage in LETRS training specifically for administrators to learn the components of skills students need, what to look for in reading instruction in their building, as well as how to analyze student reading data for the students in their building.		Carol Boaz	06/30/2025
	<i>Notes:</i> As part of the course, elementary administrators will engage in coursework, reading, and live online lectures as well as data dives into their own school's reading data to create support plans with the curriculum director for the areas which need to be addressed.			
10/17/22	Working with community partners and the Office of Early Learning at NCDPI, PreK teachers within the school system will take the one year Early Childhood LETRS course focusing on the needs of our youngest population. Community partners as outlined by NCDPI are also encouraged to participate. CCS has 4 community participants in the class as outlined by NCDPI.		Carol Boaz and Nelson Showalter	06/30/2025
	<i>Notes:</i> Teachers will receive regular and ongoing support from the DLT at each school.			
10/17/22	Teachers will receive regular and ongoing support from the DLT at each school. Curriculum directors will facilitate ongoing support for instructional coaches.	Complete 06/30/2025	The District Leadership Team	06/30/2025
	<i>Notes:</i> We no longer have instructional coaches; therefore, this item has been completed.			
10/17/22	Each elementary school will be provided with curricula and interventions, which provide research based scope and sequences and instructional strategies to best teach students. These programs include but are not limited to FUNdations and Flyleaf phonics due to the needs of students according to student data.		Carol Boaz	06/30/2025
	<i>Notes:</i>			
10/17/22	The middle and high school administrators as well as lead teachers will participate in the two-year partnership between the North Carolina Department of Public Instruction (NCDPI) and RELAY Graduate School of Education (RELAY GSE) as a support for schools and districts, which are designated as low-performing. The focus is on effective implementation of best practices for instructional coaching and teacher mentoring/modeling.		The District Leadership Team	06/30/2025
	<i>Notes:</i> We no longer have instructional coaches. Therefore, teacher leaders and principals will attend as designated and appropriate to successfully meet the needs of ethical and equitable implementation.			
10/17/22	Secondary coordinators will meet to discuss continued alignment of instructional strategies, curriculum needs, and formative assessment data for progress monitoring of school-wide goals and indicators.	Complete 06/30/2023	Medina Jones	06/30/2025

	<i>Notes:</i> We no longer have instructional coaches nor facilitators. Coordinators will be the collaborators.			
10/17/22	Career and Technical Education teachers will collaborate with content area teachers who administer summative assessments (EOCs and EOGs) to reinforce mastery of essential skills in math, English, science classes.		Medina Jones, Lisa Lassiter, and Shannon Apple	06/30/2025
	<i>Notes:</i>			
10/17/22	Secondary curriculum coordinators will collaborate over resources as well as the requirements to complete and update the NCDPI required literacy plan for 6-12.	Complete 06/30/2025	Medina Jones	12/01/2024
	<i>Notes:</i>			
10/17/22	Student data indicated middle school met growth in both reading and math. Therefore, continued efforts of best practices will be integrated with a focus on literacy. The middle school instructional coach will lead the integration of vertical articulation of LETRS strategies from middle school curriculum coach to middle school teachers. The middle and high school instructional coaches will collaboration of the integration of these best literacy practices to increase student readiness and achievement.	Complete 06/30/2023	Medina Jones	06/30/2024
	<i>Notes:</i> We no longer have a middle school instructional coach; therefore, the action steps are marked completed as they have been complete prior to the date by the middle school instructional coach.			
10/17/22	To build the capacity of K-12 Administrators, they will participate in EVAAS training led by NCDPI.		Medina Jones, Shannon Apple, and JoAnna Gwynn	06/30/2025
	<i>Notes:</i> The training includes the introduction of EVAAS, predictors, roster verification, and leading new data. Update: NCDPI will provided training annually, and support will continue from Medina Jones, Shannon Apple, and JoAnna Gwynn as needed.			
10/17/22	New assistant principals will attend an Aspiring Principal program through Caswell County Schools.	Complete 06/30/2023	Dr. Douglas Barker and Medina Jones	06/30/2024
	<i>Notes:</i> The action step has been completed.			
10/18/22	Schools will receive support with alignment of subgroup data analyses and progress monitoring of student achievement.		Dr. Barker, Shannon Apple, Medina Jones, and Carol	06/30/2025
	<i>Notes:</i>			
10/18/22	Foundational courses will be included in the high school schedule to support student learning needs prior to End of Course assessments.		Medina Jones	06/30/2025
	<i>Notes:</i>			

10/18/22	All elementary schools will analyze literacy instruction within the school utilizing Literacy Instruction Standards and submit literacy needs analysis to be compiled as a district for NCDPI. Additionally all elementary schools will implement NCDPI approved literacy intervention programs and tools to meet the needs of struggling readers. All students not meeting benchmark expectations at the end of the first semester will receive support documented on Individual Reading Plans.		Carol Boaz	06/30/2025
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Notes:

Core Function: Dimension D

Effective Practice: Planning and Operational Effectiveness

	D03	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(5629)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<ol style="list-style-type: none"> The district recruits staff through incentives, job fairs, websites, and other means. The district looks for opportunities within funding and grants to place personnel to address areas of concern. Recently, the addition of a dropout prevention coordinator, school nurse at every school, social worker, school resource officers and others to provide support in areas of concern. Additionally, online opportunities for support have been explored and are being utilized to cover instructional areas where support was needed. The district provides contractual services with educator specialists in certain areas to address secondary school improvement efforts. 	Limited Development 10/17/2022		
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How it will look when fully met:	The DLT will provide personnel and support services to address school improvement efforts. When the objective is fully met, all areas of concern will be addressed; actions steps will be completed by the timeline; evidence of trainings, meetings, and data will be documented to support each action step. Personnel will be in place to address all areas of need with capacity to address needs.		Dr. Douglas Barker	06/30/2025
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Actions 2 of 13 (15%)

10/17/22	On the secondary level, virtual online teaching will be provided to address the gap with teacher placements and to meet the needs of student course requirements towards graduation.	Complete 06/30/2025	Medina Jones	06/30/2024
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Notes: *Elevate K-12 does not fit district needs; therefore, other platforms will be used to increase student achievement towards graduation.

10/17/22	Consultants who are retired educators will provide assistance to school with leadership, counseling/scheduling support, academic coaching, and data analysis to accomplish expected outcomes with individual school improvement needs.	Complete 06/30/2023	Dr. Douglas Barker	06/30/2024
<i>Notes:</i> There are no longer retired educator consultants in the district; therefore, this action step has been completed.				
10/17/22	CCS is training counselors in implementing the Caswell Has Options for Intervention, Operation, and Excellence for Students (CHOICES) Program as a strategy to keep at risk students in school through awareness, education, prevention, and intervention strategies. The CHOICES program provides support to students in need of making better choices in various areas such as self regulation, behavior, and substance abuse.		Medina Jones	06/30/2025
<i>Notes:</i> Training will include follow up session to discuss successes and areas of need. The implementation will be ongoing with continued support for students.				
10/17/22	School counselors will be trained in Social Emotional data analysis and preparing appropriate supports for students based on data.		Medina Jones	06/30/2025
<i>Notes:</i> Counselors will continue to offer Social Emotional support and refine practices as needed.				
10/17/22	CCS will employ a drop out prevention specialist who will work with secondary students and parent to identify barriers to graduation, help to eliminate the barriers, and create student/family contracts which encourage successful practices. Additionally, the specialist will meet with students in small group to have students participate in proactive decision making activities.		Medina Jones	06/30/2025
<i>Notes:</i>				
10/17/22	School counselors and the dropout prevention specialist are analyzing student attendance data, making family contacts as needed to encourage attendance, and holding attendance contract meetings with students and families.		Medina Jones	06/30/2025
<i>Notes:</i>				
10/17/22	To ensure CCS provides the safest learning environments possible, the student services director ensures each CCS school completes safety drills and has an Incident Tipline where student safety concerns can be reported. Additionally, the secondary schools have access to the Say Something Anonymous Reporting System 24 hours per day, 7 days per week.		Medina Jones	06/30/2025
<i>Notes:</i>				

10/17/22	To address health and wellness concerns, all 6 elementary schools have a nurse dedicated to student health needs.		Medina Jones	06/30/2025
<i>Notes:</i>				
10/17/22	At the elementary level, student reading achievement will be supported by a K-5 Literacy Specialist. The specialist will model lessons, train teachers in evidence based reading programs, assist teachers in integrating the information learned in LETRS into classroom instructional strategies to provide the highest level of impact increasing student skill acquisition in reading.		Carol Boaz	06/30/2025
<i>Notes:</i>				
10/17/22	BT orientation and BT support through mentors and buddy teachers will be provided to all beginning teachers to ensure success.		JoAnna Gwynn	06/30/2025
<i>Notes:</i>				
10/17/22	Signing bonuses and state, LEA, and low-wealth supplements will be used to recruit and retain teachers in the district.		JoAnna Gwynn	06/30/2025
<i>Notes:</i>				
10/17/22	Super Observations will be conducted at schools that have been designated as low-performing. Principals will analyze data with individual teachers and discuss plans to improve academic achievement for all students.		JoAnna Gwynn	06/30/2025
<i>Notes:</i>				
10/9/23	The district will be supported by McKinney Vento and Title XV policies, procedures, and updates to support students, families, and staff.		JoAnna Gwynn	06/30/2025
<i>Notes:</i>				